

ALJ.1252  
c.2

CANADIANA  
DEC 14 1994

# *Information Bulletin*

---

*Grade 9 Social Studies  
1994-98*

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	
General Audience	
Others	✓ Superintendents

This bulletin contains general information about the Achievement Testing Program and information specific to the Grade 9 Social Studies Assessment. Additional copies of the bulletin may be made as needed.

***DISTRIBUTION:*** Superintendents of Schools • School Principals and Teachers • The Alberta Teachers' Association • Alberta School Boards Association • Officials of Alberta Education • General Public upon Request.

**October 1994**



# Contents

<b>General Information .....</b>	<b>1</b>
Administering the Assessment .....	1
Schedule .....	1
Students in French Language Programs .....	1
Marking Achievement Test Locally .....	2
Reporting the Results .....	2
Broadened Assessment Initiatives .....	2
 <b>Description of the Social Studies Assessment Standards .....</b>	 <b>2</b>
Purpose of Assessment Standards .....	3
Acceptable Standard .....	3
Standard of Excellence .....	3
 <b>Grade 9 Social Studies Assessment .....</b>	 <b>4</b>
General Description .....	4
Content .....	4
Performance-Based Component .....	4
Learning Contexts Survey .....	4
Blueprint .....	5
Confirming Standards .....	5
 <b>Sample Questions .....</b>	 <b>5</b>
Key and Descriptors for Sample Questions .....	15
 <b>Preparing Students for the Assessment .....</b>	 <b>16</b>
Suggestions for Answering Machine-Scorable Questions .....	16
 <b>Credits .....</b>	 <b>17</b>
 <b>Alberta Education Contact .....</b>	 <b>17</b>



Digitized by the Internet Archive  
in 2016

[https://archive.org/details/informationbull1994albe\\_8](https://archive.org/details/informationbull1994albe_8)



# General Information

The Achievement Testing Program provides teachers, parents, students, school administrators, Alberta Education, and the public with information about what students know and can do in relation to provincial standards. Group results are reported at school, district, and provincial levels to improve learning opportunities for students.

The assessments are administered in two subject areas at Grade 3—language arts and mathematics—and in four subject areas at grades 6 and 9—language arts, mathematics, social studies, and science.

The assessments are based on provincial standards, which reflect important learnings in the subject areas listed above. Classroom teachers from across the province are extensively involved in developing and field testing the assessment instruments.

## Administering the Assessment

Information about the nature of the provincial assessments as well as their administration to special-needs students can be found in the *General Information Bulletin, Achievement Testing Program*, which has been mailed to all superintendents and principals.

## Schedule

The written-response component of English and French Language Arts must be administered during the first week of June. The machine-scorable component of all achievement tests must be administered during the last two weeks of June. Specific information regarding scheduling is provided in the current *General Information Bulletin*.

To minimize any risks to security, we recommend that all students complete the test on the same day. Students who are absent when the tests are administered and who return to school by the end of the school year must write the tests upon their return. By scheduling the tests early in the administration period, schools can ensure that most, if not all, absentees are tested. The principal is responsible for ensuring the security of the tests.

Beginning in 1995, the tests that will be administered each year are:

### Grade 3

English Language Arts (*Part A: Writing and Part B: Reading*)  
Mathematics (English and French forms)

### Grade 6

English Language Arts (*Part A: Writing and Part B: Reading*)  
Mathematics (English and French forms)  
Social Studies (English and French forms)  
Science (English and French forms)  
Français 6<sup>e</sup> Année (*Partie A: Production écrite and Partie B: Lecture*)

### Grade 9

English Language Arts (*Part A: Writing and Part B: Reading*)  
Mathematics (English and French forms)  
Social Studies (English and French forms)  
Science (English and French forms)  
Français 9<sup>e</sup> Année (*Partie A: Production écrite and Partie B: Lecture*)

## Students in French Language Programs

Beginning in June 1995, all students in Francophone and French Immersion programs must write the French form of the achievement tests. Alberta Education will send enrollment forms to schools by February requesting an indication of how many English or French tests are required. These forms must be returned through jurisdiction offices by mid-March.

### ***Marking Achievement Tests Locally***

Beginning in June 1995, teachers will be able to mark the tests before returning them to Alberta Education. Teachers can use the results as part of an individual student's year-end assessment, as well as for planning instruction. Additional information regarding local marking of tests will be provided in December 1994.

### ***Reporting the Results***

Each school jurisdiction will receive a district report and school reports for their students' achievement, as well as guidelines for interpreting these results in relation to provincial standards.

To facilitate reflection on school programs, we expect that results will be shared with all school staffs (not just teachers of grades 3, 6, and 9), as well as with parents and the community.

Individual student profiles will be sent to the school that the student will attend in September. We also expect that these reports will be shared with parents.

Provincial results will be made public in September. A detailed *Achievement Testing Program Provincial Report* is published annually.

### ***Broadened Assessment Initiatives***

The Student Evaluation Branch has developed additional instruments to collect a broader base of information about what students know and can do than achievement tests themselves can provide. These instruments will be administered to a provincial sample of students in all subjects on a rotating basis:

### **Grade 3**

- 1995 • "whole book" performance-based assessment in language arts
- 1996 • problem-solving activities in mathematics
- 1997 • "whole book" performance-based assessment in language arts
- 1998 • problem-solving activities in mathematics

### **Grade 6**

- 1995 • problem-solving activities in mathematics
- 1996 • "whole book" performance-based assessment in language arts
- 1997 • problem-solving and decision-making activities in social studies
- 1998 • performance tasks in science

### **Grade 9**

- 1995 • problem-solving and decision-making activities in social studies
- 1996 • problem-solving activities in mathematics
- 1997 • performance tasks in science
- 1998 • performance tasks in language arts

## ***Description of the Social Studies Assessment Standards***

The provincial standards are the basis upon which we assess how well students have learned social studies by the end of Grade 9. These standards reflect the essential learnings that all Alberta students are expected to achieve. Provincial standards are useful, therefore, for assessing Grade 9 students in all types of school programs—public, private, and home education.



## ***Purpose of Assessment Standards***

These statements describe what is expected of students who are meeting the *acceptable standard* or the *standard of excellence* on independent work at the end of Grade 9. The statements represent the standards against which student achievement will be measured. By comparing actual results to expected provincial standards, decisions can be made about whether achievement is in fact “good enough.”

### ***Acceptable Standard***

Students meeting the *acceptable standard* in Grade 9 Social Studies are expected to demonstrate a basic understanding of the concepts, generalizations, and skills fundamental to the social studies program.

Students who meet the *acceptable standard* are expected to know how the United States and the former Soviet Union became industrialized and the impact of technological change on Canada, and how these countries have organized themselves economically. They understand how economic growth within different economic systems (market, centrally planned, mixed) affects quality of life. They understand these concepts and are able to give examples of each.

These students are expected to independently understand, organize, analyze, synthesize, and apply social studies related ideas and concepts in simple and familiar situations. They should be able to apply their knowledge of basic concepts such as industrialization, technology, market economy, centrally planned economy, mixed economy, and quality of life. Students who meet the *acceptable standard* are able to differentiate between main and related ideas

in written and oral form, identify points of view expressed in cartoons, and interpret maps to uncover relationships between geography and industrialization. Students who meet the *acceptable standard* should be able to use higher level thinking skills in familiar contexts. For example, they should be able to compare information from two or more sources, detect bias, determine values underlying a position, and make generalizations by stating relationships among economic growth, economic organization, and quality of life.

The expectation is that these students will be successful with familiar tasks and be able to compare and contrast ways different economic systems respond to economic problems, analyze and synthesize information to make inferences, and draw conclusions about economic growth.

### ***Standard of Excellence***

It is expected that students meeting the *standard of excellence* in Grade 9 Social Studies have internalized most, if not all, of the concepts and generalizations fundamental to social studies. They are confident learners who demonstrate a clear and accurate understanding of how economic growth within market, centrally planned, and mixed economies affects quality of life. They are able to transfer their knowledge and understanding to unfamiliar situations.

Students achieving the *standard of excellence* are able to deal with complex details and ideas. They are able to organize and to interpret a wide variety of information and abstract material to some degree. They should be able to apply higher level thinking skills to unfamiliar contexts.

# ***Grade 9 Social Studies Assessment***

The blueprint shows the weighting and distribution for the multiple-choice questions.

## ***General Description***

The assessment consists of 60 multiple-choice questions. The student is required to use a separate answer sheet.

The assessment is designed to be completed in 90 minutes. However, additional time of approximately 30 minutes may be provided to allow students to finish.

## ***Content***

The test is based on three social studies topics.

### ***Topic A:***

Economic Growth: U.S.A.

### ***Topic B:***

Economic Growth: A Case Study of the Former U.S.S.R.

### ***Topic C:***

Canada: Responding to Change

The topics are integrated within the 60 questions. For example, questions on *Topic A: Economic Growth: U.S.A.* do not constitute the first section. They are combined with concepts related to topics B and C, and appear throughout the test. (See concept headings in Sample Questions section.)

The knowledge component and process skills have equal emphasis on the test. Each question evaluates knowledge and/or skill objectives.

Neither participation skills nor attitude objectives are directly evaluated on this test. However, these skills contribute to students' ability to do the test.

## ***Performance-Based Component***

In 1995, a provincial sample of Grade 9 students from across the province will be selected to participate in the performance-based assessment in social studies. The assessment presents students with real-life decision-making activities and addresses the learner expectations that cannot be easily measured using only paper-and-pencil strategies. The decision-making and writing activities involved in the assessment have been developed by teachers and are designed to model good classroom instruction and assessment methods.

From this assessment, we will obtain valuable information about how students apply their knowledge and skills when solving real-life problems.

## ***Learning Contexts Survey***

Each year, learning context survey questionnaires will be given to a provincial sample of Grade 9 teachers and students. In 1995, the learning context survey will focus on the social studies program.

The purpose of the student questionnaire in social studies is to examine the extent to which important social studies attitudes are evident, to look at student attitudes toward social studies, and to correlate these attitudes with achievement.

The purpose of the teacher questionnaire in social studies is to study the effect on student achievement of classroom environment, instructional strategies, and approaches to problem solving and decision making.



## Blueprint

	Knowledge/ Skills	Topic A Economic Growth: U.S.A.			Topic B Economic Growth: A Case Study of the Former U.S.S.R.					Topic C Canada: Responding to Change			Proportion of Score
		Indus- trialization	Market Economy	Quality of Life	Geo- graphy	Indus- trialization	Centrally Planned Economy	Quality of Life	Economic Change	Tech- nology	Mixed Economy	Quality of Life	
Knowledge Objectives	Understands generalizations, concepts, related concepts, terms, and facts	16.6%			16.6%					16.6%			50%
	Locating, interpreting, and organizing	16.6%			16.6%					16.6%			50%
	Analyzing, synthesizing, and evaluating												
	Proportion of Score	33.3%			33.3%					33.3%			100%

## Confirming Standards

Confirming standards is a process whereby judgements about students' performance on the assessment are made in relation to provincial standards. For more information on confirming standards procedures, refer to Appendix A of the *Achievement Testing Program Provincial Report, June 1993 Administration*. For information on the selection of teachers for participation in the confirming standards process, refer to the current *General Information Bulletin, Achievement Testing Program*.

## Sample Questions

Examples of multiple-choice questions are presented on the following pages. The examples illustrate the nature and complexity of the questions that will appear on the test. Background information for each question is provided. The *Key and Descriptors for Sample Questions* are on page 15. Each question is classified according to the topic on which it is based. In addition, the curriculum and assessment standards for each question are included.

Please note that these questions include examples of knowledge and skill questions for each of the three topics. The weightings assigned on the actual test are indicated in the blueprint.

We encourage teachers to familiarize students with the types of questions that will appear on the achievement test by discussing these sample questions with them.

## INDUSTRIALIZATION AND TECHNOLOGY

1. Which effect of the introduction of new technology would have **most** worried a factory owner in the 19th century?
- A. Some jobs in the factory would be eliminated.
  - B. The initial cost of installing the new technology would be high.
  - C. The environmental impact of new technology would be unknown.
  - D. Some of the factory's products would have to be sold for lower prices.

*Use the following information to answer question 2.*

### **The Model T Ford**

Henry Ford was determined to build a car that could be purchased by the average consumer. His Model T Ford was built by organizing production into an assembly line where each worker had a specific job to do. Each car could be assembled in 14 hours. A car sold for \$950 in 1909 and Ford sold over 11 000 cars in the first year of production. By 1913, a moving assembly line produced an even less expensive car in only one hour. This was achieved by dramatically simplifying the job each worker had to do.

2. This information supports the conclusion that there is a direct relationship between
- A. Ford's methods of production and the quality of the product
  - B. Ford's ingenuity and his control of automotive manufacturing
  - C. the use of mass production techniques and the prices of goods
  - D. the use of assembly line methods and the reliability of the product



Use the following information to answer questions 3 and 4.

Collective Farms								
	% of farm households collectivized	Average number of households in each collective				% of tractors per collective farm		
1928	1.7	13				0.2		
1932	61.5	71				0.4		
1940	96.0	81				2.4		
		1928	1929	1930	1931	1932	1933	1934
Grain harvest								
(millions of tonnes)		73.3	71.7	83.5	69.5	69.6	68.4	67.6
Cattle (million head)		70.5	67.1	52.5	47.9	40.7	38.4	42.4
Pigs (million head)		26.0	20.4	13.6	14.4	11.6	12.1	17.4
Sheep and Goats (million head)		146.7	147.0	108.8	77.7	52.1	50.2	51.9

— adapted from *History Replay: Stalin's Russia, 1924–41*

3. According to the information in the chart, by 1940 Soviet agriculture was
  - A. dominated by the state
  - B. run by large families
  - C. mostly mechanized
  - D. fully privatized
  
4. Which of the following economic generalizations does the evidence from the chart **best** support?
  - A. Collective farms were popular and efficient.
  - B. Collectivization stabilized the Soviet livestock industry.
  - C. Collective farms produced most of the Soviet Union's wheat.
  - D. Collectivization slowed the development of Soviet agriculture.

Use the following chart to answer question 5.

<b>Employment by Industry</b> (thousands and percentage of workers)										
	<b>1960</b>	<b>%</b>	<b>1970</b>	<b>%</b>	<b>1980</b>	<b>%</b>	<b>1985</b>	<b>%</b>	<b>1990</b>	<b>%</b>
<b>Agriculture</b>	683	11.5	491	6.3	479	4.5	475	4.2	428	3.4
<b>Forestry</b>	97	1.6	71	0.9	71	0.7	33	0.3	63	0.5
<b>Fishing/Trapping</b>	17	0.3	20	0.3	33	0.3	67	0.6	40	0.3
<b>Mining</b>	93	1.6	125	1.6	196	1.8	189	1.7	180	1.4
<b>Manufacturing</b>	1 471	24.7	1 788	22.7	2 111	19.7	1960	17.5	2 001	15.9
<b>Construction</b>	418	7.0	467	6.0	624	5.8	579	5.2	778	6.2
<b>Services</b>	1 464	24.5	2 000	25.7	3 096	28.9	3 630	32.4	4 299	34.2
Note: Some industries are not included on the chart; therefore, each column does not add up to 100%.										

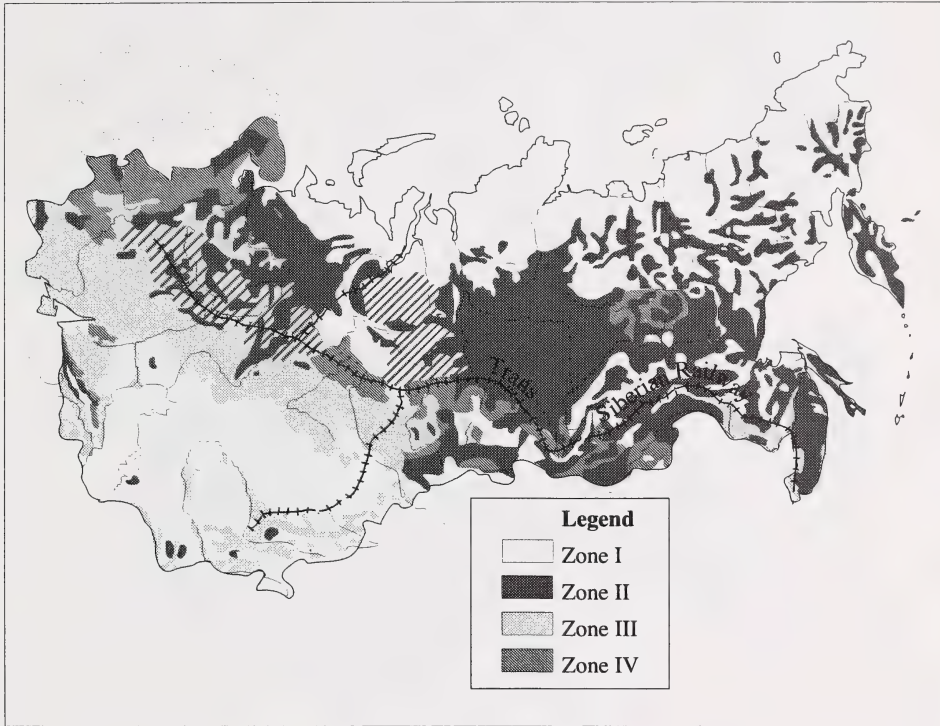
—adapted from *Statistics Canada*

5. Since 1960, employment has grown **most** in the area of
- A. mining
  - B. services
  - C. agriculture
  - D. manufacturing



## GEOGRAPHY

Use the following map to answer question 6.

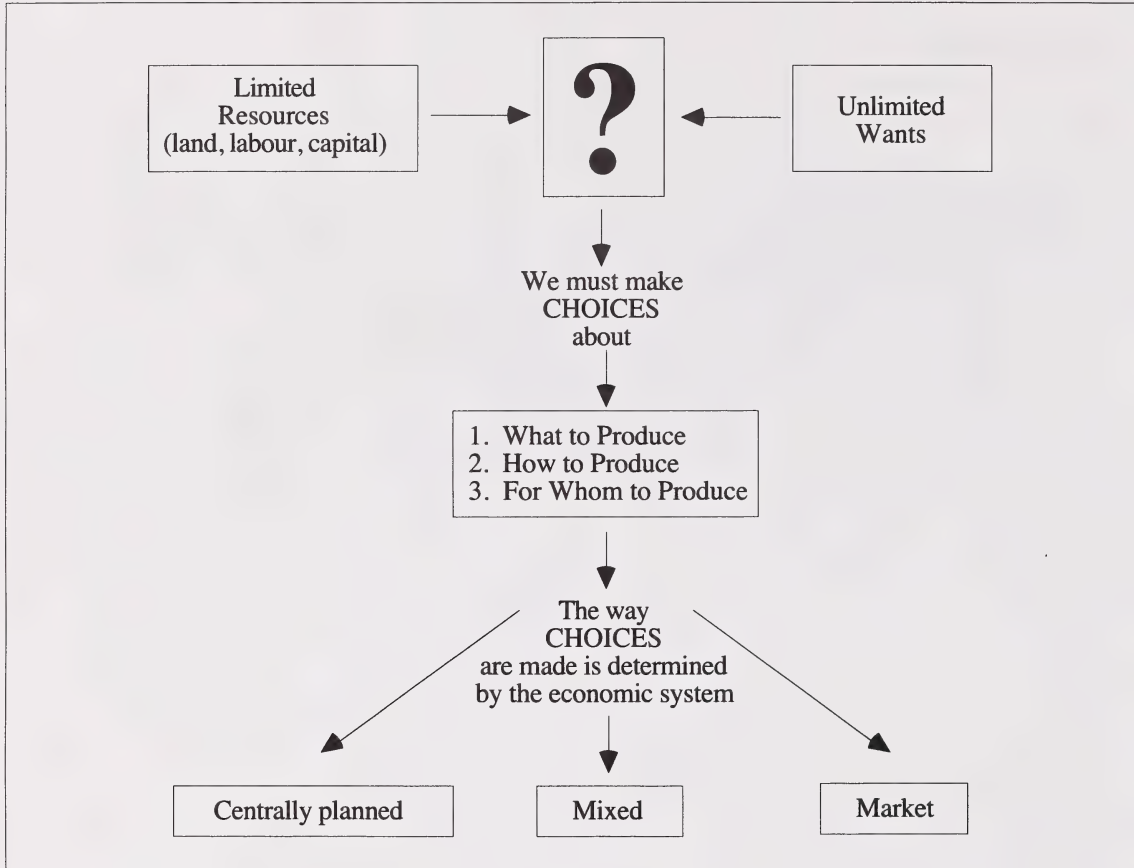


6. Zone III is **mainly** characterized by

- A. forestry
- B. raising stock
- C. nomadic herding
- D. commercial farming

# MARKET, CENTRALLY PLANNED, AND MIXED ECONOMIES

*Read the following diagram to answer question 7.*



7. According to the diagram, which word should replace the question mark in the box?

- A. Surplus
- B. Scarcity
- C. Production
- D. Consumption

8. One characteristic of a model market economy is that

- A. property is privately owned
- B. government regulates competition
- C. businesses are guaranteed a profit
- D. society's production is shared equally



9. In a mixed economy, a common solution to the problem of rising unemployment is to rely on
- A. the government to provide jobs for the unemployed in the civil service
  - B. market forces to reach a natural balance between labour supply and demand
  - C. individuals to find their own jobs by offering to work for much lower wages
  - D. the government to set up job creation programs through incentives to business

*Use the following cartoon to answer question 10.*



*Farmer to government official: "What am I to do if all I get are instructions instead of fertilizers and machinery?"*

*—from The Soviet Union: History, Culture, Geography*

10. The cartoon humorously illustrates the
- A. lack of seed for planting crops
  - B. inefficiency of central economic planning
  - C. class difference between peasants and bureaucrats
  - D. difficulty of understanding government regulations

## QUALITY OF LIFE

*Use the following article to answer question 11.*

### **Organization Advocates Change**

NEW YORK, NEW YORK

A representative for the XYZ organization has called for increased social and political pressures to be put on major manufacturing industries in the northeastern United States. The group maintains that some industries use outdated manufacturing processes and ignore government regulations. Controlling such things as hazardous wastes and harmful emissions may result in increased production costs and more expensive consumer goods, but the representative claimed, "That's the price we all have to pay."

11. According to this news article, the XYZ group believes that manufacturing industries should stress
- A. increased profits
  - B. increased production
  - C. better working conditions
  - D. responsible environmental management



Use the following chart to answer question 12.

Aspects of Quality of Life	
<i>Indicator</i>	<i>Examples</i>
1	place to live adequate food clean water
2	choose where to live travel without restriction within country choose friends choose leaders of country
3	own a business choose among products gain wealth through investments
4	attend church of choice able to worship publicly and privately

12. According to the chart, which indicator **best** represents the social aspect of quality of life?
- A. Indicator 1
  - B. Indicator 2
  - C. Indicator 3
  - D. Indicator 4

## ECONOMIC CHANGE

Use the following cartoon to answer question 13.



—from *The Edmonton Journal*

13. The **main** point of the cartoon is that
- A. Yeltsin is determined to implement economic reform
  - B. Gorbachev changed the direction of economic reform
  - C. creating a new economic system in Russia has been difficult
  - D. changing the Russian leadership has improved the economy

### Key and Descriptors for Sample Questions

Ques.	Key	Topic	Component	Cat-egory*	Curriculum Standard	Assessment Standard**
1	B	A	Knowledge	C	Understand the effects of the Industrial Revolution on work and production	A
2	C	A	Process Skills	A	Draw a conclusion based on given information about mass production	A
3	A	B	Process Skills	L	Interpret information on a chart to identify relationships about industrialization in the former U.S.S.R.	A
4	D	B	Process Skills	A	Synthesize information on a chart to make a generalization about industrialization in the former U.S.S.R.	E
5	B	C	Process Skills	L	Interpret information on a chart about utilization of resources	A
6	D	B	Knowledge	C	Know the physical geography of the former Soviet Union and its relationship to human activity	A
7	B	A, B, C	Knowledge	C	Understand the economic concept of scarcity	A
8	A	A, B, C	Knowledge	C	Know the characteristics of market, centrally planned, and mixed economies	A
9	D	C	Knowledge	G	Understand the role of business, labour, government, and consumers in a mixed economy	E
10	B	B	Process Skills	L	Interpret information in a cartoon about centralization in the former U.S.S.R. to identify point of view	A
11	D	A	Process Skills	A	Draw a conclusion based on given information about quality of life	E
12	B	A, B, C	Knowledge	C	Know examples of social aspects related to quality of life	A
13	C	B	Process Skills	L	Interpret information in a cartoon about economic change in the former U.S.S.R. to identify point of view	A

\*Category:

- C—Concepts
- G—Generalizations
- L—Locating, Interpreting, and Organizing
- A—Analyzing, Synthesizing, and Evaluating

\*\*Assessment Standard: A—Students meeting the acceptable standard should be able to correctly answer questions such as these

E—In addition to answering the questions identified for the acceptable standard, students meeting the standard of excellence should be able to correctly answer questions such as these



## ***Preparing Students for the Assessment***

We hope that teachers will share the following information with their students to help them prepare for the Social Studies assessment.

*I strongly advocate preparing children to understand tests and testing through extensive class discussion about the makeup of the test and how to take it, and then adequate practice to find out their own particular weaknesses in approaching tests.*

—Graves, p. 183

Have students do the sample questions included in this bulletin. Then have students share strategies they used to answer the questions.

### ***Suggestions for Answering Machine-Scorable Questions***

The following suggestions are provided to help prepare students for the Grade 9 Social Studies machine-scorable questions.

*Make sure you consider all forms of information provided.* Information will be presented not only in words but in visual form such as cartoons, pictures, charts or maps. Consider all forms of information provided and think carefully about it before you try to answer any of the questions; or read the questions first and then consider all the information, keeping in mind the questions you need to answer.

*When answering “best answer” questions, be sure to read carefully all four alternatives (A, B, C and D) before choosing the answer that you think is best.* Some of the questions are designed to test your ability to make a judgement. These questions will always include a bold-faced qualifier in their stems such as **BEST**, **MOST STRONGLY**, or **MOST CLEARLY**. All of the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the information into account or can be supported most strongly by reference to the information.

When answering questions, *choose the answer you think is best.* If a correct or best answer does not become obvious to you fairly quickly, you may want to eliminate the answers that seem least appropriate and then use your judgement to select an answer from those that remain.

## ***Credits***

Donald H. Graves, *Build a Literate Classroom* (Toronto: Irwin Publishing, 1991), p. 183.

Questions 3 and 4—adapted from *History Replay: Stalin's Russia, 1924–41*. (Basil Blackwell Publishers). Reprinted by permission of Simon and Schuster, Hemel Hempstead, UK.

Question 10—from *The Soviet Union: History, Culture, Geography*. (Globe Book Company, Inc.). Reprinted by permission.

Question 13—Cartoon by Mars from *The Edmonton Journal*. Reprinted by permission of Malcolm Mayes/Edmonton Journal.

## ***Alberta Education Contact***

Questions or comments regarding this bulletin should be directed to:

Douglas D. Burns  
Social Studies Assessment Specialist  
Achievement Testing Program  
Student Evaluation Branch  
Alberta Education  
Box 43  
11160 Jasper Avenue  
Edmonton, Alberta  
T5K 0L2

Telephone: 403-427-0010  
FAX: 403-422-4200







National Library of Canada  
Bibliothèque nationale du Canada



3 3286 51061 6754